



Waccamaw Middle

247 Wildcat Way
Pawleys Island, South

Grades	6-8 Middle School	
Enrollment	555 Students	
Principal	David M. Hammel	843-237-0106
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

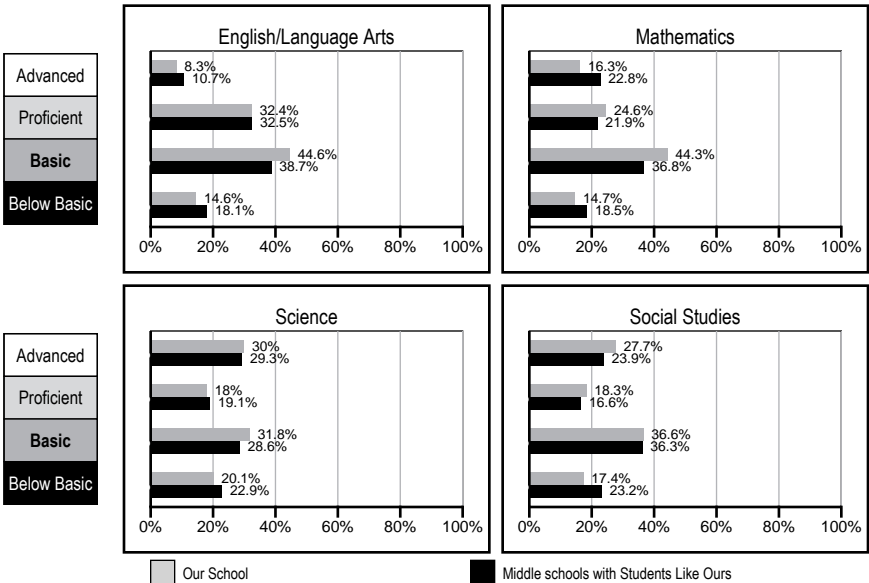
94.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	9	0	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	97.2	95.9
English 1	98.8	95.5
Physical Science	0	50.0
All Subjects	97.9	95.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=555)				
Students enrolled in high school credit courses (grades 7 & 8)	38.0%	Up from 22.5%	34.1%	19.4%
Retention rate	0.4%	Down from 1.8%	0.9%	1.8%
Attendance rate	95.5%	Up from 95.3%	96.6%	95.8%
Eligible for gifted and talented	38.1%	Down from 38.7%	27.6%	15.3%
With disabilities other than speech	10.2%	Down from 12.2%	8.9%	12.9%
Older than usual for grade	2.5%	Down from 2.7%	0.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.4%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	52.6%	Up from 51.4%	59.4%	55.0%
Continuing contract teachers	78.9%	Down from 80.0%	76.7%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	1.6%	5.4%
Teachers returning from previous year	93.4%	Up from 90.8%	86.3%	83.4%
Teacher attendance rate	95.4%	Up from 93.7%	95.2%	94.9%
Average teacher salary	\$47,411	Down 1.3%	\$45,980	\$44,706
Professional development days/teacher	13.4 days	Up from 8.1 days	12.3 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	7.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 22.4 to 1	23.0 to 1	20.1 to 1
Prime instructional time	88.8%	Up from 87.6%	90.1%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.3%	Up from 79.2%	99.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,910	Up 4.5%	\$6,571	\$7,097
Percent of expenditures for instruction*	64.3%	Up from 62.2%	64.9%	64.4%
Percent of expenditures for teacher salaries*	59.3%	Up from 58.0%	60.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Waccamaw Middle School continued its quest to provide students with outstanding educational opportunities during the 2007-2008 school year. Through the use of common assessments, common planning, double-blocks of English Language Arts and Mathematics, and non-fiction writing, students were engaged at high levels and provided with research based instructional strategies to ensure their success. For the sixth consecutive year, Waccamaw Middle School's total percentage of students scoring at or above basic in Mathematics and English Language Arts on the Palmetto Achievement Challenge Test (PACT) exceeded the district and state averages. During the 2007-2008 school year, Waccamaw Middle School continued with steps to become authorized as an International Baccalaureate School to provide the Middle Years Programme.

Over 50 of our students participated in various athletic teams during the school year and our band and chorus won superior ratings at both regional and state competitions. Furthermore, our art students took the top three places at our district art show and enrollment in these programs has never been higher. Waccamaw Middle School students also won many district, regional, and state awards, including a four student team winning first place in the prestigious South Carolina Stock Market Competition. Our students also won regional VFW and Georgetown Soil and Water Conservation Writing Awards and won awards for the Georgetown Christmas Card Contest and Winyah Bay Heritage Festival Art Contest.

Students and teachers participated in Beach Sweep 2007, and cleaned various beach areas along the Waccamaw Neck. Furthermore, Waccamaw Middle School also sponsored a Relay for Life Team, sent Volunteers to Special Olympics, donated funds for the March of Dimes, and held several canned food drives throughout the year. Local businesses, parents, and community members continue to support WMS through involvement with our School Improvement Council, PTSA, and Business Partnership Program. As we move into the 2008-2009 school year, we look forward to continued success and growth as we implement new and exciting initiatives to help better meet the needs of our ever changing and diverse student population.

David M. Hammel, Principal
Robert Jones, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	186	43
Percent satisfied with learning environment	97.4%	78.5%	95.3%
Percent satisfied with social and physical environment	92.3%	82.6%	90.7%
Percent satisfied with school-home relations	100.0%	87.4%	90.7%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	95.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	538	99.8	15.9	47	30.9	6.1	53.2	46	48.2	Yes	Yes
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Gender

Male	269	99.6	22.7	47.7	26.9	2.7	44.2	39.5	41.7	N/A	N/A
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Female	269	100	9.2	46.4	34.9	9.6	62.1	53.1	55	N/A	N/A
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Racial/Ethnic Group

White	405	99.8	10.1	47.9	34.5	7.6	59.7	58.9	60	Yes	Yes
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African American	114	100	39.3	44.9	14	1.9	29	32.5	31.7	Yes	Yes
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.4	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	55	98.2	70.6	21.6	3.9	3.9	9.8	13.2	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	148	100	28.5	52.6	16.8	2.2	35	35.1	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	538	100	14	47	22.8	16.1	54.5	46.1	45.8	Yes	Yes
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Gender

Male	269	100	17.7	43.5	23.1	15.8	56.5	45.4	45.6	N/A	N/A
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Female	269	100	10.3	50.6	22.6	16.5	52.5	47	45.9	N/A	N/A
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Racial/Ethnic Group

White	405	100	9.3	45.1	25.7	19.9	61.2	60.3	59	Yes	Yes
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African American	114	100	32.7	53.3	11.2	2.8	28	30.9	26.9	No	Yes
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	43.6	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	55	100	60.8	27.5	9.8	2	15.7	15.3	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	43	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	148	100	22.6	52.6	18.2	6.6	41.6	35.8	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	348	100	20.2	31.8	18.1	30	48.1	35.1	35.7	95.5	95.9
Gender											
Male	176	100	20.7	26.6	14.8	37.9	52.7	36.6	37.4	95.3	95.7
Female	172	100	19.6	36.9	21.4	22	43.5	33.6	33.8	95.8	96.1
Racial/Ethnic Group											
White	259	100	12.2	31.9	19.3	36.6	55.9	52.6	49.2	95.5	95.2
African American	76	100	47.2	31.9	16.7	4.2	20.8	17.3	17	95.5	96.6
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	97.3	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	30.6	24.9	95.8	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.8
Disability Status											
Disabled	40	100	67.6	24.3	5.4	2.7	8.1	12.3	14	92.8	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	26.9	24.4	97.6	97.1
Socio-Economic Status											
Subsided meals	104	100	34	42.3	13.4	10.3	23.7	22.9	21.1	94.2	95.7

Social Studies

All Students	352	100	17.5	36.3	18.7	27.5	46.2	32.9	34	95.5	95.9
Gender											
Male	182	100	20.9	32.2	18.1	28.8	46.9	34.7	36.6	95.3	95.7
Female	170	100	13.9	40.6	19.4	26.1	45.5	30.8	31.3	95.8	96.1
Racial/Ethnic Group											
White	264	100	11.2	35.7	19.4	33.7	53.1	44.4	44.5	95.5	95.2
African American	79	100	41.3	37.3	13.3	8	21.3	19.5	19.1	95.5	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	97.3	97.1
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	95.8	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.8
Disability Status											
Disabled	38	100	65.7	22.9	8.6	2.9	11.4	12.8	14.4	92.8	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	97.6	97.1
Socio-Economic Status											
Subsided meals	97	100	32.6	38	18.5	10.9	29.3	22.1	21	94.2	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	171	100	22.2	38.9	27.5	11.4	38.9
	7	206	100	21.9	41.8	30.6	5.6	36.2
	8	169	100	20.5	40.4	32.3	6.8	39.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	168	99.4	13.5	44.2	33.1	9.2	42.3
	7	159	100	18.6	43.6	34	3.8	37.8
	8	211	100	15.8	52	26.7	5.4	32.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	171	100	12.6	38.9	26.3	22.2	48.5
	7	206	100	8.7	48	26	17.3	43.4
	8	169	100	23	52.8	17.4	6.8	24.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	168	100	14.1	31.9	23.3	30.7	54
	7	159	100	10.9	44.9	30.1	14.1	44.2
	8	211	100	16.3	60.9	16.8	5.9	22.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	87	98.9	22.2	24.7	23.5	29.6	53.1
	7	206	100	13.8	37.2	23	26	49
	8	86	100	19.8	37	22.2	21	43.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	85	100	22	17.1	13.4	47.6	61
	7	159	100	17.3	37.2	21.2	24.4	45.5
	8	104	100	23.2	35.4	17.2	24.2	41.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	87	100	13.4	26.8	23.2	36.6	59.8
	7	205	100	24.5	40.8	15.8	18.9	34.7
	8	83	100	21.5	58.2	16.5	3.8	20.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	86	100	10.8	30.1	20.5	38.6	59
	7	159	100	22.4	29.5	14.1	34	48.1
	8	107	100	15.5	51.5	24.3	8.7	33

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample